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ABSTRACT

Comparative data on the perceptions of objectives and the performance of schools in meeting these objectives among the various status groups involved in secondary education that extends previous research efforts by offering a combined measure of dissatisfaction is reported in this paper. The proposed measure of satisfaction with the school system involves a combination of the perception of appropriate goals or objectives and of the perception of the performance of the system with regard to these goals. The findings are based on data gathered from secondary school students, the parents of students, and teachers of Pontiac, Michigan. When the total respondents in each of three status groups provide the basis for analysis, parents of secondary school students expect the school system to address a more pervasive set of goals than do teachers. Among the conclusions are the following: on the average, substantial majorities of teachers and parents and a substantial minority of students are dissatisfied with the extent to which school performance corresponds to objectives, racial differences on the average are small compared to the differences between status levels in the school system, and in terms of distributive justice, there do seem to be differential perceptions of the extent to which the educational system is meeting client needs. (Author/AM)

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Differential Perceptions of the Objectives and Performance of the Educational System: Factors in Dissatisfaction with Schools

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Introduction

The educational institution serves society in various ways. Socialization, channeling and custodial functions are three which are discussed in a recent summary (Johnston and Bachman, 1973). What few empirical investigations have been conducted tend to focus upon the perceptions of these various functions by the clients of the educational institution. In a recent paper, Ptaschnik (1973) examined student perceptions of 'relevant' goals in schools with different racial compositions. He found that goal perception is related to the demographic structure of the school. Other research has defined 'client' status more broadly to include both students and parents. Differences between the perceptions of these client groups and those of the professional staff are explored. In a national survey of secondary students, parents and teachers conducted for Life Magazine by Louis Harris (1969), students and teachers were found to be in substantial agreement about the goals of secondary education with parents being 'odd man out.' Moreover, this study reports a high level of teacher dissatisfaction with schools. Using data from a more intensive longitudinal study of male high school youth, Johnston & Bachman (1973) present the perceptions of students and their teachers of the actual and ideal objectives of their schools. Particularly wide disparities between the ideal and actual objectives were observed for both students and teachers on 'socialization' items--those dealing with the 'transmission of values and of knowledge which is related to the taking of adult roles'. However, there was substantial agreement between student and teacher rankings of ideal and actual goal hierarchies in the educational system. The thrust of these studies has been to examine the perceptions of objectives and the performance of schools in meeting these objectives among the various status groups involved in secondary education. The research reported in this paper presents such comparative data and extends previous efforts to the extent that a combined measure of dissatisfaction is proposed.

Description of the Study

The research reported in this paper was conducted in Pontiac, Michigan, as part of survey research studies funded by the Emergency School Aid Assistance Act, OEG-5-74-0029. Pontiac schools are desegregated by court order. Since in some respects Pontiac may represent a unique community, a brief description will be offered.

> Pontiac is a manufacturing city located approximately 20 miles north of Detroit. According to the 1970 census, the city population was 85,364 of whom 22,760 were black and 4,368 were listed as "persons of Spanish Language" (a Bureau of Census designation based on sample response to a question concerning "mother tongue;" persons so identified may or may not speak English). Of the 70 communities in the Detroit area with a population over 2,500, Pontiac ranked 67th in 1969 median family income at $9,681 for all families. 10.0 percent of all Pontiac families had an income below the poverty level in 1969. 19.3 percent of Pontiac black families had an income below the poverty level, and the comparable figure for families of Spanish Language was 6.3 percent. (USCRCC 1973)

The Fourth Friday count for the school year of this survey, 1973-74, reflects the following ethnic percentages:

Black students - 39.38 per cent
White students - 54.57 per cent
Latino students - 6.05 per cent

In the spring of 1974, representative samples were selected from among the populations of secondary school students, the parents of students in the Pontiac Schools, and teachers in the Pontiac Schools. First, a questionnaire was administered to the sample of secondary school students yielding 256 respondents. Second, personal interviews with 501 parents whose children were attending the Pontiac Schools were conducted by interviewers from Market Opinion Research, Inc. Only the responses of those parents with children in secondary school are included in the data we present here. Finally, 148 teachers, counselors and professional support personnel in the Pontiac Schools responded to a mail survey. We only report on those who are involved at the secondary level. These three sets of respondents constitute the data base for the analysis presented below.

Perceived objectives of the educational system

Our proposed measure of satisfaction with the school system involves a combination of the perception of appropriate goals or objectives and of the perception of the performance of the system with regard to these goals. In this section we will describe perceptions of objectives and in the next section we will address perception of performance.

Each of our sample respondents was asked to rate the extent of emphasis which schools should place on training in various areas. Specifically, they were asked 'how much they would like (students) to be learning about each item on a list of 'some things which people say schools should teach young people.'[1] The answer frame presented to the respondents included learning 'a lot,' learning 'a little,' and 'not learning much.' Table 1 presents the array of responses to these items by race and status in the educational system.[2]

(TABLE 1 ABOUT HERE.)

We shall confine our discussion in this and the following section to the responses of the total members of the three status groups and shall not, for purposes of brevity, deal with racial differences within each group.

Table 1 shows that the parents of students in secondary schools attach extremely high levels of importance to all the educational objectives listed. Across items, the average percentage of parents saying that they would like students to be learning 'a lot' was 92 per cent. Teachers also give relatively high endorsement to a majority of the goals suggested by our list with an average of 80 per cent who say that young people should receive considerable amounts of training. Students, however, appear relatively less sanguine about educational goals. Among this group only 67 per cent on the average would like to be learning 'a lot' about the areas listed. Clearly a majority in all groups endorse the importance of all these educational objectives. (The only exception is learning

'to get into college' among teachers (39.5 per cent)). However, the level at which these goals are endorsed varies by status group. If we adopt 80 per cent as a cut-off point in determining a high degree of endorsement of any of the objectives, the comparison between groups becomes more striking. In other words, if we assume that any educational objective which four-fifths of the respondents in a status group endorse (that is, say they would like students to be learning 'a lot' about) represents an important educational goal for that subgroup, parents rate all as important, teachers rate nine of the 15 as important, but students only rate one so highly. More rigorously, a Kruskal-Wallis test of the significance of the difference of the means of these three populations yields a significant result ($H=22.73$, $p<.001$). These data seem to indicate that there is a relationship between the degree of involvement in the educational system and the perception of important goals for that system. Parents in general seem to want the schools to do everything; teachers seem to be more conservative in their perceptions of educational goals; and students display the most limited perspective on objectives in the educational system. We will not attempt to answer the question of which group's perceptions are the most accurate.

Even though the levels of endorsement of educational objectives differ by status group, the relative importance of these objectives among the various groups may be substantially the same. In this event, there would seem to be general agreement about the content of educational objectives despite differences in the degree of importance assigned to that content. An indicator of agreement on relative importance of content can be obtained by a comparison of their relative positions when these objectives are ranked by the percentage who say that they would like students to be learning 'a lot.' Only one item ranks high for all the groups: learning 'to become a better person' falls among the top three for parents, students and teachers. 'To get ahead' ranks

among the top three for both parents and students and 'to learn basic skills, like reading and math' ranks high among parents and teachers. When the opposite tail of the rank orders among the three groups is examined, more agreement is apparent between parents and teachers than between either group and the students. Learning 'to become a leader' ranks low in all three groups. In addition, among parents and teachers, learning 'to get into college' and preparation 'for work students will face in college' rank among the lowest three items.[3] Among students, on the other hand, relatively little importance is accorded to learning 'to become a better citizen' and to learning 'basic skills.'

When the entire distributions of ranks for parent, students and teachers are compared, we find considerable differences in the interrelationships among the goal hierarchies of the three groups. The rankings of the goals among parents and teachers are quite closely related (rho=.67) whereas the rankings of students and teachers seem to be independent (rho=-.03). The rankings of goals among students and parents appear moderately related (rho-.46). Therefore, there seem to be different levels of agreement among subsets of the three status groups about the relative priorities accorded to educational objectives. Despite rather marked differences in the levels of endorsement of the various goals of the educational system, there are similarities in the structures of goal hierarchies of teachers and parents and parents and students.

In summary, when the total respondents in each of three status groups provide the basis for analysis, we find that parents of secondary students expect the school system to address a more pervasive set of goals than do teachers at the secondary level and that teachers endorse more goals for the system than do secondary students. Moreover, we find substantial agreement among parents and teachers about the relative priorities which should be addressed by educational systems. Perhaps the most surprising finding is the relative cynicism displayed

by students in the system and the disparity between the perceptions which students have of system goals and those of their teachers. The importance of these perceptions to our proposed measure of satisfaction will be discussed below.

Perceived performance of the educational system

Perceptions of the performance of the educational system were measured using the same set of items used in measuring educational goals. However, respondents were asked to rate these items in terms of the actual performance of the schools rather than in terms of an ideal standard. The members of the three status groups were asked 'how much (students) are learning' about the various items on the list of educational objectives. Again, the answer frame consisted of 'learning a lot,' 'learning a little,' and 'not learning much.' The response distributions for these items appear in Table 2.[4]

(TABLE 2 ABOUT HERE)

We notice in Table 2 that the average percentage saying that students are not learning much is highest among the group of secondary teachers. About a third (35.5 per cent) of the teachers as opposed to only about one-fifth of parents (23.4 per cent) and students (20.3 per cent) see not much attention given to the items on the average. Teachers would seem to be most critical of the performance of the schools on these dimensions. An arbitrary cut-off point of 25 per cent was chosen to isolate those items which are not perceived as being dealt with in the normal operation of the schools. Teachers identify 13 of 15 items as being slighted; parents identify six such items; and, students identify only three. An analysis of variance among these three groups using the ranks of the items (Kruskal-Wallis test) yields a significant result ($H=16.28$, $p<.001$). In short, in most of the areas about which questions

were asked, teachers do not perceive the schools doing much to train students. Parents and students rate school performance much more favorably. It could be argued that teachers as professionals in the system have more 'guilty knowledge' and are better able to evaluate schools on this dimension. We avoid this question here except to note that teachers tend to be much more critical in rating performance on these objectives.

An indication of the content of school performance ratings can be derived from an examination of the percentages in Table 2. Items which have a low percentage who say the school is not doing much are those for which school performance is more satisfactory and, conversely, items with a high percentage have a low performance rating. All groups agree that schools are not delivering in terms of teaching students to become leaders and preparing students for college work. Parents rate the schools low in terms of getting their children into college; students see the schools performing poorly in terms of helping them discover and develop their creative abilities; and, teachers fault the schools in training students to be well-mannered and behaved. Schools are accorded fairly high ratings from all groups in terms of providing basic skills. Moreover, parents and students see the schools doing a good job in training students to think for themselves and students and teachers see the schools providing preparation for jobs. However, there does seem to be more agreement among status groups about the performance of the educational system than there is among these groups about educational objectives.

The relatively greater agreement among parents, students and teachers about school performance is reflected in the rank-order correlations for ratings of the school performance items among these groups. When the three correlations are computed, we find a moderate degree of association among the three pairs of rankings. The rho for parents and students is .47; the rho for students and teachers is .42; and, the rho for parents and teachers is .54.

In summary, we find that teachers seem to be most critical of school performance. This group identifies more areas in which schools are not teaching students much than do either of the other groups. However, we find higher levels of agreement among the groups about the performance of schools than we found with regard to educational objectives. To some extent, the fact that the foils in this case relate to the actual performance of the schools rather than an ideal may contribute to greater alignment of perceptions. Having presented both perceptions of educational objectives and of the performance of schools in terms of these objectives, we will now proceed to a discussion of the satisfaction of these groups with the educational system.

Dissatisfaction with the educational system

We have presented above the distributions of the responses which various status groups in the educational system provided to questionnaire items designed to measure their perceptions of educational objectives and their perceptions of the performance of the schools with regard to these objectives. In this section, we will describe a measure of dissatisfaction with the educational system which results from crosstabulating perceptions of objectives with perceptions of performance. Our argument here is that objectives serve as weights in the evaluation of performance. We have, therefore, created a measure of the extent of the disparity between the level at which the individual said an educational objective should be met and the level at which that individual said it was being met. We, of course, do not imply that respondents actually perceive this disparity. It is quite possible that they do not and we do not present evidence here for the relationship of the disparity measure and more global perceptions of dissatisfaction.

When the responses to how much individuals would like students to be learning are crossed with how much respondents think students are learning about a given item, a table as appears in Figure 1 results. The diagonal cells in these

(FIGURE 1 ABOUT HERE.)

tables represent those individuals who perceive schools performing at the same level as their perception of the importance of the corresponding objective dictates. In short, there is a match between performance and objective. Respondents who would like students to be learning 'a lot' about 'basic skills', for example, perceive that students are actually learning 'a lot' about 'basic skills'. For our purposes, we are more interested in those individuals who fall in the cells below the diagonal (the shaded area in Figure 1). These are the individuals who perceive that the schools are delivering less than their perception

of importance of educational objectives calls for. For example, a respondent who would like students to be learning 'a lot' about 'getting into college' sees the school teaching only 'a little' or 'not much' in this area. In other words, for individuals in those cells there is a disparity between their ratings of educational objectives and educational performance. In our conceptualization of dissatisfaction, we assume that the failure of perceptions to match is more important than the levels of performaces and objectives considered independently. Table 3 displays the per cent who are dissatisfied (who fall in the cells below the diagonal when perceptions of performance and objectives are crosstabulated).

(TABLE 3 ABOUT HERE)

We begin our description of the response distributions in Table 3 with the observation that the average percentage who perceive students actually learning less than they should be differs by status group. Almost three-fourths (73.1 per cent) of secondary teachers on the average rate objectives higher than performance; for the parents of secondary students the average is more than three-fifths (63.5 per cent). However, only about two-fifths (38.4 per cent) of secondary students rate the objectives and the performance of the educational system differently. The differences among these groups are statistically significant (Kruskal-Wallis test yields $H=33.08$, $p < .001$). The primary clients of the educational system seem to be the least dissatisfied whereas those who are responsible for delivery of service seem to be the most dissatisfied. Where comparisons are possible between the average levels of dissatisfaction of racial subgroups, no large differences are found. Sixty-four per cent of white parents and 62 per cent of black parents as opposed to 37 per cent of white students and 40 per cent of black students rate the two dimensions differently. There are too few black secondary teachers in the sample to permit a comparison with the white teachers.

We will next examine the areas which rank in the top three in terms of the

percentage which differentially evaluate objectives and performance. When the total group of parents is considered, the highest percentage appears on 'well-mannered and behaved.' Getting ahead and job preparation are also high ranking items. However, we see, when we examine the rankings within racial subgroups, that behavior of students is much more important among white parents than among black parents. Indeed, there are no matches among the top three ranks for black and white parents: among whites, behavior, becoming better persons and job preparation rank highest; among blacks, getting ahead, preparation for college work and leadership are at the top of the rankings. The lowest rank among both groups of parents is accorded to 'learning basic skills, like reading and math.' Computing the rank order correlation between the order of these items among these parent groups, we find that there is only a low level of agreement between them (rho=.31).

Students seem to be in more general agreement than their parents about the areas in which goals and activities of the school fail to match. In the total group of secondary students, getting ahead, creativity and job preparation get the highest ranks on the percentage dissatisfied. Somewhat surprisingly, the lowest rank (least dissatisfaction) is obtained by learning to think for themselves. Overall, parents and students seem to agree in terms of the relative dissatisfaction they manifest about these items (rho=.73). This level of agreement is maintained when race is controlled. White parents and white students tend to accord similar ranks to these items (rho=.62) as do black parents and black students (rho=.65). Moreover, there appears to be substantial agreement among student racial subgroups. White students are most dissatisfied with what they are learning about getting ahead, job preparation and leadership; black students are also quite dissatisfied with what they are learning about getting ahead but,

for them, creativity and preparation for college work rank as areas of highest dissatisfaction. However, despite these differences, the ranks emerging from these groups are in substantial agreement (rho=.74).

Behavior emerges as an area of high dissatisfaction among secondary teachers as among parents but they also identify the areas of becoming a better person and learning to help people. Teachers are least dissatisfied with what the schools do about getting students into college. Our number of black secondary teachers who responded is too small to allow black-white comparisons within this status group. We do notice, however, that when teachers are compared to parents and students, they appear quite different from either group in terms of the ranks of these items. For the total respondents in the status groups, teachers are no closer to parents (rho=.08) than they are to the students (rho=.10). Moreover, when race is held constant and the ranks among the white Rs in the three status groups are compared, the relative agreement does not improve. White teachers are in substantial disagreement with white parents (rho=.06) and with white students (rho=.02) in terms of the relative levels of dissatisfaction expressed with regard to the list of educational objectives.

(FIGURE 2 ABOUT HERE)

In summary, levels of dissatisfaction with the educational institution are found to vary among the three status groups involved in the schools but not by racial subgroup. This pattern is graphically displayed in FIGURE 2. Secondary teachers appear to be the most dissatisfied; parents seem slightly less disaffected; and, students the most sanguine about the product of the schools. Within parent and student status groups, no marked differences appeared between racial subgroups in the average rate of dissatisfaction. Moreover, where intra-group racial comparisons are possible, that is, among students and parents, we find

considerably higher agreement (higher rank order correlation) between black students and white students than we do between parents of different races. There would seem to be fewer inter-racial differences among those most directly involved in the system. Finally, we found greater agreement between students and parents than between either parents and teachers or between students and teachers about the relative disparity between educational objectives and performance. This same pattern emerged when only white respondents were considered.

Conclusions

1. On the average, substantial majorities of teachers and parents and a substantial minority of students are dissatisfied with the extent to which school performance corresponds to objectives.

The fact that teachers as a group are the most dissatisfied with performance may represent an optimistic sign. As the Life Poll concludes:

> ...teachers are more anxious than anyone to improve the climate for learning and the standards of education. (Harris, 1969: 27)

It is a distressing note, however, that students are relatively satisfied with educational outcomes. The ability of any institution to serve its clients may depend, to some extent, on the willingness of its clients to be served. If the primary clients of the educational system see schools as essentially meeting their needs, the base for needed change is effectively removed.

2. Racial differences on the average are small compared to the differences between status levels in the school system. Contrary to conventional wisdom, race does not seem to be the most important factor in assessment of this institution.

3. In the analysis above we present a measure of dissatisfaction based on the comparison of two sets of respondents' perceptions solicited independently.

We argue that it makes sense to conceptualize dissatisfaction on the basis of disparity between perceived objectives and perceived outcomes. It must be determined empirically whether these disparities are related to actual perceived dissatisfaction on the part of respondents. Such analysis is in process.

4. In general, in terms of distributive justice, there do seem to be differential perceptions of the extent to which the educational system is meeting client needs. However, what is surprising in our data is the direction of these differences. We find very little difference in terms of the ascriptive characteristic of race. On the other hand, we do find marked differences with regard to the individual's relative status in the system. But it is not those who are in the least advantageous status position, viz. students, who perceive the least benefit. Those who provide service, not those who receive it, are the most critical of the educational system.

FIGURE I

RELATIONSHIP BETWEEN EDUCATIONAL OBJECTIVES AND EDUCATIONAL PERFORMANCE IN A MEASURE OF DISSATISFACTION WITH THE EDUCATIONAL SYSTEM

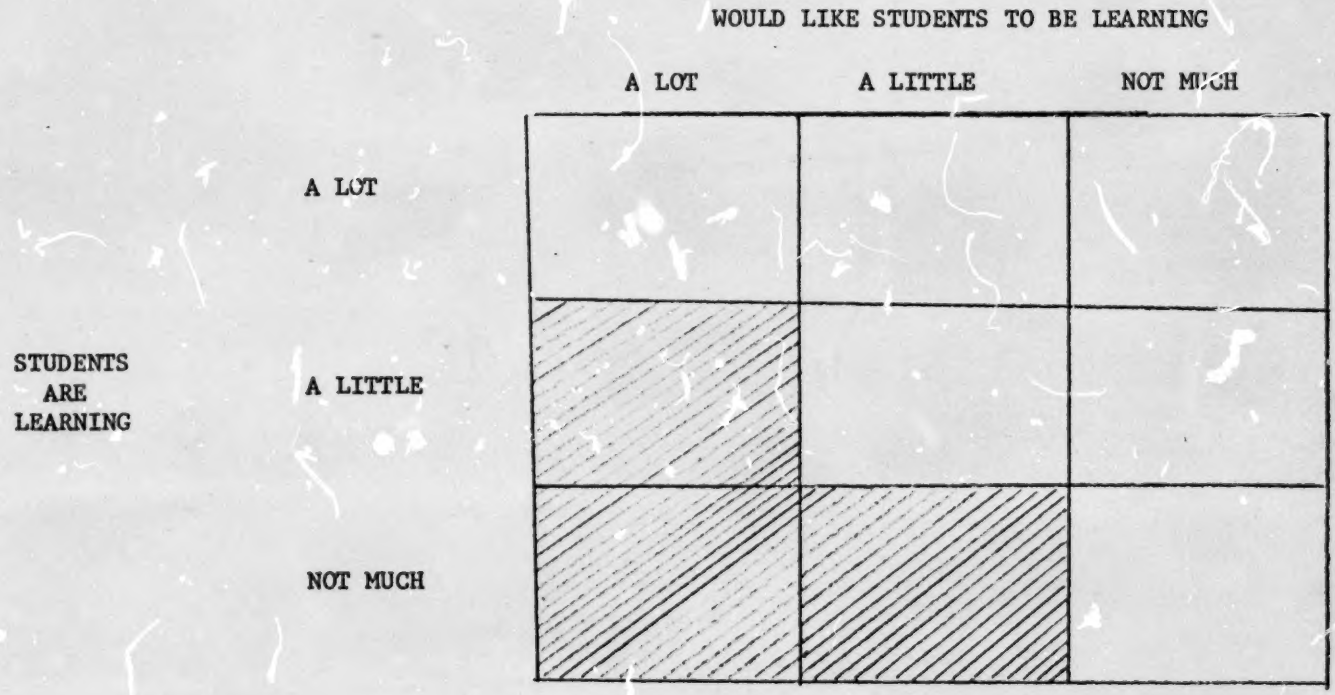

FIGURE 2 PERCENT WHO DISPLAY DISCREPANCY BETWEEN PERCEPTIONS OF EDUCATIONAL OBJECTIVES AND PERFORMANCE BY STATUS GROUP

EDUCATIONAL OBJECTIVE

1 GET AHEAD

2 JOB PREPARATION

3 BECOME BETTER PERSON

4 GET ALONG WITH OTHER PEOPLE

5 THINK FOR THEMSELVES

6 LEARN BASIC SKILLS

7 BECOME BETTER CITIZENS

8 GET INTO COLLEGE

9 GET ALONG IN FAST CHANGING WORLD

10 PREPARE FOR COLLEGE WORK

11 BECOME A LEADER

12 DEVELOP CREATIVITY

13 HELP OTHER PEOPLE

14 GET ALONG WITH OTHER RACES

15 IMPROVE BEHAVIOR

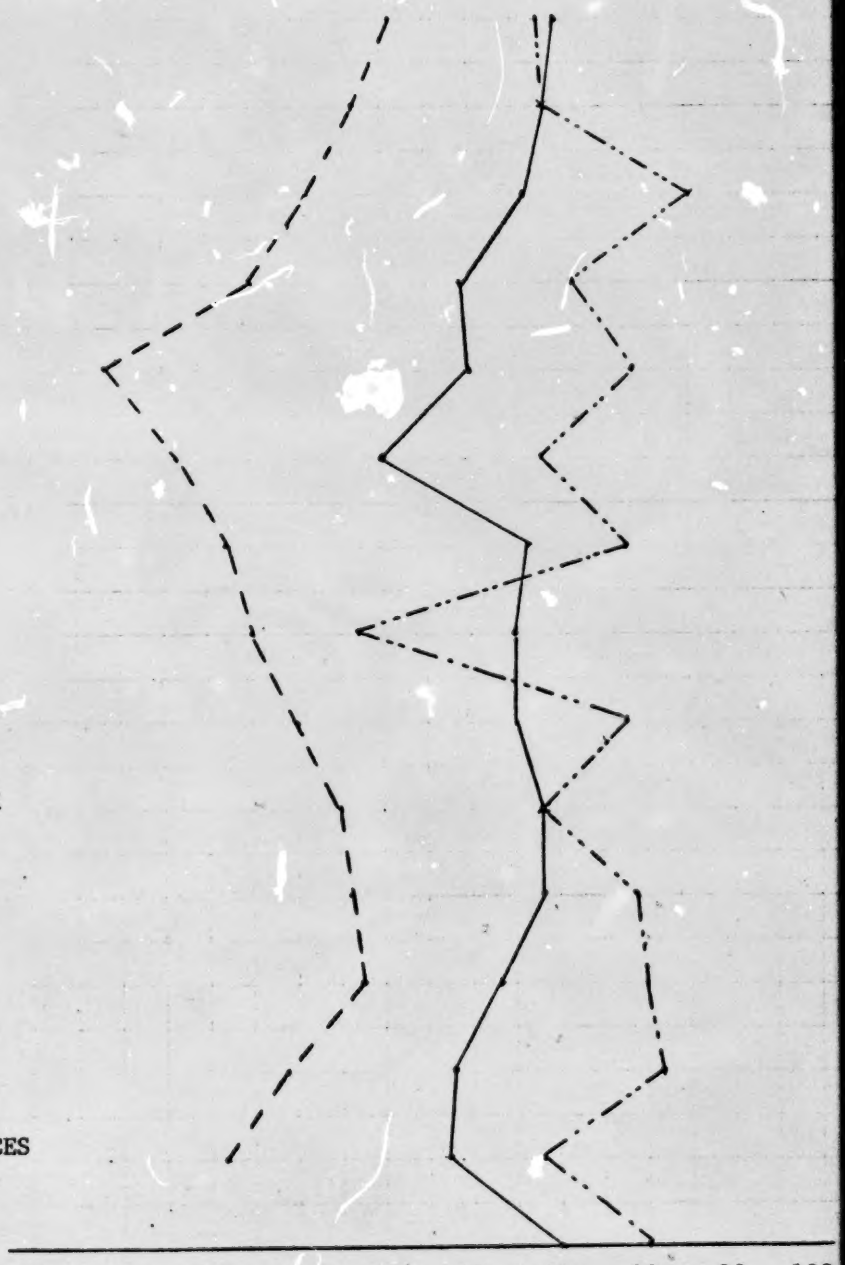

TABLE 1 PERCENT WHO SAY THEY "WOULD LIKE STUDENTS TO BE LEARNING A LOT" BY SAMPLE GROUP AND RACE

	PARENTS OF SECONDARY STUDENTS			STUDENTS IN SECONDARY SCHOOL			SECONDARY SCHOOL TEACHERS		
	WHITES (N=132)*	BLACKS (N=97)	TOTAL (N=229)	WHITES (N=122)	BLACKS (N=101)	TOTAL (N=223)	WHITES (N=36)	BLACKS (N=8)	TOTAL (N=48)
TO GET AHEAD	98.5	95.8	97.4	76.8	83.2	79.6	64.7		71.4
TO PREPARE FOR JOBS	96.2	84.4	91.2	85.4	82.4	84.0	71.4		77.3
TO BE A BETTER PERSON	97.7	95.9	97.0	73.0	77.3	74.9	91.9		93.6
TO UNDERSTAND PEOPLE	94.0	92.5	93.4	67.2	67.6	67.4	89.2		91.3
TO THINK FOR THEMSELVES	95.5	94.8	95.2	68.1	63.6	66.1	100.0		100.0
BASIC SKILLS	99.2	90.0	99.1	55.4	62.0	58.4	97.3		97.3
TO BE BETTER CITIZENS	97.0	92.6	95.2	53.3	68.0	59.9	83.3		84.1
TO GET INTO COLLEGE	81.8	89.7	85.2	51.3	74.7	62.0	38.2		39.5
TO GET ALONG IN FAST CHANGING WORLD	90.8	92.9	91.7	62.1	66.7	64.2	73.0		78.7
TO DO COLLEGE WORK	84.2	85.9	84.9	59.3	71.6	64.9	58.3		61.4
TO BE A LEADER	85.5	79.6	83.0	51.2	56.4	53.6	67.6		65.1
TO BE CREATIVE	93.2	85.7	90.0	66.7	72.3	69.2	88.6		88.9
TO HELP OTHER PEOPLE	90.1	85.3	88.1	69.7	73.5	71.4	84.2		83.3
TO UNDERSTAND OTHER RACES	88.6	85.4	87.3	54.5	71.7	62.2	80.6		84.1
TO BE WELL-BEHAVED	97.0	84.7	91.8	-	-	-	88.9		87.0

* THE N'S LISTED REPRESENT THE AVERAGE NUMBER IN EACH GROUP FOR WHICH COMPLETE DATA ARE AVAILABLE. ALTHOUGH THE N'S FOR EACH QUESTION DIFFER, THE DIFFERENCES IN CASE BASES ARE SMALL AND INCLUSION OF ALL THE BASES WOULD HINDER CLARITY IN THE TABLE

TABLE 2

PERCENT WHO SAY STUDENTS "ARE NOT LEARNING MUCH" BY SAMPLE GROUP AND RACE

	PARENTS OF SECONDARY STUDENTS			STUDENTS IN SECONDARY SCHOOL			SECONDARY SCHOOL TEACHERS		
	WHITES (N=132)*	BLACKS (N=97)	TOTAL (N=229)	WHITES (N=122)	BLACKS (N=101)	TOTAL (N=223)	WHITES (N=36)	BLACKS (N=8)	TOTAL (N=48)
TO GET AHEAD	29.0	13.5	22.5	15.2	13.9	14.6	35.3		35.7
TO PREPARE FOR JOBS	34.8	18.8	28.1	11.4	16.7	13.8	14.3		11.4
TO BE A BETTER PERSON	31.6	7.1	21.2	22.1	17.5	20.1	43.2		40.4
TO UNDERSTAND PEOPLE	22.6	5.4	15.5	18.0	16.7	17.4	35.1		28.3
TO THINK FOR THEMSELVES	25.6	6.3	17.5	11.8	6.1	9.2	40.5		45.9
BASIC SKILLS	22.0	11.3	17.5	11.6	12.0	11.8	27.0		23.4
TO BE BETTER CITIZENS	26.3	7.4	18.5	18.0	24.0	20.7	30.6		27.3
TO GET INTO COLLEGE	40.9	21.6	32.8	29.9	17.2	24.1	35.3		32.6
TO GET ALONG IN FAST CHANGING WORLD	32.1	15.2	24.8	19.4	14.7	17.3	40.5		38.3
TO DO COLLEGE WORK	40.6	18.2	31.0	30.9	25.5	28.4	44.4		50.0
TO BE A LEADER	42.7	27.6	36.2	43.8	34.7	39.6	52.9		51.2
TO BE CREATIVE	23.3	12.2	18.6	30.1	19.8	25.4	34.3		31.1
TO HELP OTHER PEOPLE	27.5	8.4	19.5	22.1	20.6	21.4	36.8		37.5
TO UNDERSTAND OTHER RACES	25.8	10.4	19.3	22.8	18.2	20.7	25.0		29.5
TO BE WELL-BEHAVED	37.6	15.3	28.1	-	-	-	61.1		50.0

* THE N'S LISTED REPRESENT THE AVERAGE NUMBER IN EACH GROUP FOR WHICH COMPLETE DATA ARE AVAILABLE. ALTHOUGH THE N'S FOR EACH QUESTION DIFFER, THE DIFFERENCES IN CASE BASES ARE SMALL AND INCLUSION OF ALL THE BASES WOULD HINDER CLARITY IN THE TABLE

TABLE 3

PERCENT WHO PERCEIVE STUDENTS IN SECONDARY SCHOOLS LEARNING LESS THAN THEY SHOULD BE

	PARENTS OF SECONDARY STUDENTS			STUDENTS IN SECONDARY SCHOOL			SECONDARY SCHOOL TEACHERS		
	WHITES (N=132)*	BLACKS (N=97)	TOTAL (N=229)	WHITES (N=122)	BLACKS (N=101)	TOTAL (N=223)	WHITES (N=36)	BLACKS (N=8)	TOTAL (N=48)
TO GET AHEAD	67.2	71.9	69.2	53.6	48.5	51.3	61.8		66.7
TO PREPARE FOR JOBS	71.2	64.6	68.4	46.3	48.0	47.1	60.0		68.2
TO BE A BETTER PERSON	71.4	58.2	65.8	43.4	40.2	42.0	83.8		85.1
TO UNDERSTAND PEOPLE	63.2	52.7	58.9	36.1	34.3	35.3	70.3		71.7
TO THINK FOR THEMSELVES	60.2	59.4	59.8	22.7	15.2	19.3	81.1		78.7
BASIC SKILLS	47.7	52.6	49.8	22.3	31.0	26.2	70.3		68.1
TO BE BETTER CITIZENS	69.9	59.6	65.6	26.2	40.0	32.4	80.6		77.3
TO GET INTO COLLEGE	62.9	67.0	64.6	32.5	38.4	35.2	47.1		46.5
TO GET ALONG IN FAST CHANGING WORLD	65.7	64.7	65.2	40.3	39.2	39.8	70.3		76.6
TO DO COLLEGE WORK	66.2	69.7	67.7	39.0	52.9	45.3	63.9		68.2
TO BE A LEADER	68.7	67.4	68.1	43.8	47.5	45.5	82.4		79.1
TO BE CREATIVE	60.9	66.3	63.2	40.7	55.5	47.3	82.9		80.0
TO HELP OTHER PEOPLE	58.0	57.9	58.0	40.2	37.3	38.8	86.8		81.3
TO UNDERSTAND OTHER RACES	55.3	58.3	56.6	27.6	36.4	31.5	72.2		68.2
TO BE WELL-BEHAVED	78.2	59.2	70.1				86.1		80.4

* THE N'S LISTED REPRESENT THE AVERAGE NUMBER IN EACH GROUP FOR WHICH COMPLETE DATA ARE AVAILABLE. ALTHOUGH THE N'S FOR EACH QUESTION DIFFER, THE DIFFERENCES IN CASE BASES ARE SMALL AND INCLUSION OF ALL THE BASES WOULD HINDER CLARITY IN THE TABLE

BACKNOTES

1. The actual list of educational objectives which were presented to the respondents were selected to be comparable to a series of items which were administered by the Educational Testing Service to similar populations on a larger scale. Although our original intention was to present our data in comparison to the ETS data, we are unable to do this since the ETS data are not available. See Appendix A.

2. For ease in presentation, Table 1 only displays the percentage in each group who answered 'a lot'. Our decision was that this tail of the distribution best indicates the importance which respondents attach to each of the educational objectives. In subsequent sections of this paper, measures will be presented that deal with the entire distribution.

3. The comparison in terms of ranks may be misleading on some individual items. For example, the item, 'to get into college', receives a rank of 13 for the parents and a rank of 15 for the teachers. However, fully four-fifths of parents think students should be learning 'a lot' about getting into college whereas only two-fifths of teachers answer in that category.

4. Again, for ease in presentation, Table 2 only displays one tail of the distribution of these responses. In this case, the percentage who responded that students are 'not learning much' is tabled. Our rationale was that we can more easily see the extent to which various items are judged to be effectively not delivered if we concentrate on this set of responses.

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Here are some things which people say schools teach young people.

A. How much are students learning about these things at your school?

B. How much would you like them to be learning about these things in school?

	A They are learning			B I would like them to be learning		
	A lot	A little	Not much	A lot	A little	Not much
To get ahead	1	2	3	1	2	3
To prepare for jobs	1	2	3	1	2	3
To become a better person	1	2	3	1	2	3
To understand and get along with other people	1	2	3	1	2	3
To think for themselves	1	2	3	1	2	3
To give them basic skills, like reading and math	1	2	3	1	2	3
To make them better citizens	1	2	3	1	2	3
To get into college	1	2	3	1	2	3
To get along in a fast changing world	1	2	3	1	2	3
To prepare them for work they will face in college	1	2	3	1	2	3
To become a leader	1	2	3	1	2	3
To discover and develop their creative abilities	1	2	3	1	2	3
To help other people	1	2	3	1	2	3
To understand and get along with people of different races and cultures	1	2	3	1	2	3
To train them to be well behaved and well mannered	1	2	3	1	2	3

APPENDIX B

FIGURE 3 PERCENT WHO SAY THEY WOULD LIKE STUDENTS TO BE LEARNING "A LOT" BY STATUS GROUP

EDUCATIONAL OBJECTIVE

1 GET AHEAD

2 JOB PREPARATION

3 BECOME BETTER PERSON

4 GET ALONG WITH OTHER PEOPLE

5 THINK FOR THEMSELVES

6 LEARN BASIC SKILLS

7 BECOME BETTER CITIZENS

8 GET INTO COLLEGE

9 GET ALONG IN FAST CHANGING WORLD

10 PREPARE FOR COLLEGE WORK

11 BECOME A LEADER

12 DEVELOP CREATIVITY

13 HELP OTHER PEOPLE

14 GET ALONG WITH OTHER RACES

15 IMPROVE BEHAVIOR

LEGEND: PARENTS ————————

STUDENTS - - - - - - - -

TEACHERS — — — — — —

FIGURE 4 PERCENT WHO RATE PERFORMANCE LOWER THAN OBJECTIVES BY RACE AND STATUS GROUP